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ABSTRACT

The basic purpose of this project was to improve the reading achievement of educationally disadvantaged students, but improvement was also anticipated in the areas of self-reliance, feelings of self-worth, attitudes toward reading, and attendance. The 142 subjects (56 second graders, 50 third graders, and 36 fourth graders) attended one of the Reading Resource Centers for one hour each day in groups of ten or less. The central core of the program consisted of Educational Developmental Laboratories materials, "Listen, Look, and Learn," while additional use was made of the controlled reader, the look and write program. Tach-x recognition training, the aud-x for word and skills introduction, and individual and small group reading. Evaluative data showed that the centers (1) were successful in improving reading grade level achievement; (2) needed to place more emphasis on word meaning, paragraph meaning, and word study skills; (3) did not contribute to increased feelings of personal worth and self-reliance; (4) contributed to improved student attitudes toward reading; and (5) contributed only slightly to improved attendance patterns. Included are test results and other materials related to the project. (JM)

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READING RESOURCE CENTER
Glendale Elementary Schools
F. Austin Mathis, Director
a title 1 project

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glenn f. burton, superintendent
glendale elementary school district no. 40

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READING RESOURCE CENTER
GLENDALE ELEMENTARY SCHOOL DISTRICT #40
SECOND YEAR OF A TITLE I PROJECT

by

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Glendale, Arizona

August, 1974

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Section I

Introduction

As early as 1965 the Glendale Elementary School District #40 became aware of apparent deficiencies in reading achievement among educationally disadvantaged children. In 1972 a supportive reading program was developed and implemented in an effort to improve the reading skills of educationally deprived children within the district. The results of the first year of the ESEA Title I reading program have been reported previously and appear in ERIC (Research In Education) under document #ED082150.

This report represents efforts to report the results of the second year of the supportive reading program as it functioned in the Glendale Elementary School District during the 1973-74 school year.

Goals and Objectives

The basic purpose of this Title I project was to improve the reading achievement of educationally disadvantaged students. Improvement was also anticipated in such areas as self reliance, personal worth, attitudes toward reading, and attendance.

In pursuing the above mentioned goals the following objectives were established:

1. By May 30, 1974, seventy percent of the selected children will make an eight month or more gain in reading grade placement as measured by pre-post test results of the Slosson Oral Reading Test.

2. By May 30, 1974, seventy percent of the selected fourth grade children will show an eight month or more gain in: Word meaning, paragraph meaning, and word study skills as measured by pre-post test results of the Stanford Achievement Test (SAT).

3. A majority of the selected students will show a gain in self releance and personal worth as measured by pre-post test percentile scores on the appropriate subtests of the California Test of Personality (CTP).

4. By May 30, 1974, the selected students will show an improvement in their attitude toward reading as measured by pre-post test results of a reading attitude inventory.

5. Attendance patterns for the selected children will improve during the present school year when compared to the prior school year.

In addition to the above objectives it was hoped that the Parent Advisory Council (PAC) and classroom teachers who had students participating in the Reading Resource Centers would have a positive reaction to the Reading Resource Centers as measured by a project developed survey instrument. Also, it was hoped that the classroom teachers would react positively to the classroom instructional aides, a new component in this year's project, as measured by a project developed survey instrument.

Section II

Program Description

In pursuing the objectives established for this project year, standardized tests were administered, responses to an attitude inventory were collected, and prior and present year attendance figures were collected. In addition, classroom teacher's and PAC's reactions to the project were sought. The data collected was analyzed in an effort to evaluate the effectiveness of the project.

Selection of Subjects

Students selected to attend the Reading Resource Centers were selected by means of several criteria.

Scores were used from a district-wide achievement test given in the spring of 1973. The test used was the Stanford Achievement Test.

All students participating in the Reading Resource Centers had to score in the fourth stanine or below on the reading portion of the test, and be recommended by their classroom teacher.

To qualify for the program, each of the target students had to have an I.Q. of 80 or above. This was in an attempt to exclude slow or retarded children from the program and to deal only with those children who were underachievers capable of increasing their reading achievement.

The Reading Resource Center reading specialists played a significant role in the screening and selection of participants during this second year of operation.

A total of 142 children participated in the project. This number included 56 second graders (39.4%), 50 third graders (35.2%), and 36 fourth graders (25.4%). A total of 10 of these program participants (7.0%) were non-public school students.

The ethnic background of the participants was primarily Spanish surname (71.1%). However, 26.8% of the participants were white, .7% was black, and 1.4% were other (oriental).

Identifying Disadvantaged Children

Based upon the most recent data of the U.S. census bureau (1970), numbers receiving aid for dependent children, and number of foster children, approximately 920 children from low income families were identified. The three schools with the highest percentage (over the district average of 12.56%) were selected as target schools for this ESEA Title I project.

The three schools selected with the highest concentration of children from low-income families were the Harold W. Smith School (29%), Isaac E. Imes School (27%), and the Unit I School (16%).

Using the criteria previously described, approximately 200 educationally deprived children in the second, third, and fourth grades, were selected from the three target schools. A total of 142 children participated in the project.

Reading Resource Centers

Centers were set up as separate but cooperating units with one teacher and one educational assistant in each unit. Each unit had no more than 30 children assigned to it. Children attended the center one hour each day in groups of ten or less.

Each teacher had four instructional hours a day, and all instruction was done on an individual basis or in small groups.

Educational Developmental Laboratories (EDL), materials "Listen, Look, and Learn," were used as the central core for the program. Along with this program, use was made of the controlled reader, the look and write program, Tach-x recognition training, the Aud-x for word

and skills introduction, and individual and small group reading. Reading Resource Center staff supplemented the EDL program to meet student needs recognized from the first year's experiences.

The EDL program was selected to serve as the core of instruction because: A core-system had been found to be advantageous, EDL is adaptable to many different ages and reading needs, EDL could provide individualization in the program, and this program was totally different from the program used in the regular classroom.

The Reading Resource Centers were setup to deal with a child over a period of one year or more with stress placed upon the idea of success each day for the child.

The Reading Resource Centers' program was under the direction of one administrative director, with five reading specialists and five educational assistants manning the centers. Additionally, after January 1974, the reading specialists and educational assistants in the centers also received assistance from classroom instructional aides who were scheduled into the centers on a regular basis. Although each of the five units used the same basic materials, each reflected the personalities of the individuals working there. Widespread use of positive reinforcement was noticeable in each of the five centers.

Classroom Instructional Aides

In January 1974 a new component was added to the existing ESEA Title I project-Reading Resource Centers. This new component involved classroom instructional aides.

Realizing that each child that comes to the Reading Center misses some instruction in his regular classroom, efforts were extended to compensate for this missed instruction. Classroom instructional aides were hired to enhance project participants' classroom instruction, and

to assist the regular classroom teacher so that he/she might have more of an opportunity to work with these children individually in those areas where deficiencies were encountered. It was also hoped that some of the learning which took place in the Reading Centers could be reinforced in the regular classroom via instructional aides who also worked in the Reading Centers.

A classroom instructional aide was scheduled into the Reading Center for approximately one hour each day. The aide was also scheduled to work in the regular classroom with the children who came to the Reading Center. Where possible the aide was scheduled to work in the classroom with the same children she worked with in the Reading Center. The amount of time an aide was scheduled into a classroom was dependent upon the number of children in that room who attended the Title I Reading Centers, e.g., 1 or 2 children= 1 hour of the aide's time, 3 or more children= 2 hours of the aide's time.

A total of 18 classroom instructional aides were involved in the project from January 1974 to May 1974.

Each of the aides received three days of preservice training and three inservice training sessions of varying length to better prepare them to work effectively and efficiently within the Reading Centers and the regular classroom.

Section III

Results

Various instruments were used and data collected in an effort to obtain meaningful information regarding the effectiveness of the Title I project. Used in the evaluation were:

- Slosson Oral Reading Test (SORT)
- Stanford Achievement Test (SAT)
- California Test of Personality (CTP)
- Reading Attitude Inventory
- Attendance Records (Previous and Present Years)
- Parent Advisory Council Evaluation
- Classroom Teacher Survey

Slosson Oral Reading Test:

Analysis of the results of the SORT indicates the project was successful in reaching objective 1 which stated:

objective 1: By May 30, 1974, seventy percent of the selected children will make an eight month or more gain in reading grade placement as measured by pre-post test results of the SORT.

The average gain (9/73-5/74) in reading achievement for the total group of 130 participants for whom pre and post tests were available, was 1 year 8 months (1.83). Ten (10) students from Our Lady of Perpetual Help realized an average gain of 1 year 3 months. The remaining (120) public school students realized an average gain of 1 year 9 months. Second graders realized an average of 2 years 1 month; third graders, 1 year 6 months; and fourth graders 1 year 6 months.

A sizeable percentage (96.2%) of the project participants made an eight month or more gain in reading grade level placement, and 93.1%

made a 9 month gain in reading grade level placement.

A total of 125 participants averaged 1 month or more gain in Reading Achievement for each month spent in the Reading Resource Centers. The figure represents 96.2% of the participants. A total of 76 participants or 58.5% averaged 2 months or more gain in reading achievements for each month spent in the Centers.

A more detailed break-down of students' average monthly gain per month in the project may be found in appendix A.

Stanford Achievement Test(SAT)

Results of the SAT indicates the project was unsuccessful in reaching objective 2 which stated:

objective 2 : By May 30, 1974, seventy percent of the selected fourth grade children will show an eight month or more gain in: word meaning, paragraph meaning, and word study skills as measured by pre-post test results of the SAT.

The school district elected to administer a new edition of the Stanford Achievement Test to second and third graders in May. This new addition was not comparable with the older edition and consequently results were not available for second and third graders relative to word meaning, paragraph meaning, and word study skills. Fourth grade participants were tested by Reading Center Personnel utilizing the older edition of the SAT. Thus, data was available for fourth grade participants only relative to those skills indicated above:

Word meaning subtest - Average gain was 8 months
 Paragraph meaning subtest - Average gain was 1 year 1 month
 Word study skills subtest - Average gain was 7 months

A majority of the fourth grade participants (52%) made an 8 month or more gain in grade level placement in word meaning skills. A sizeable percentage (66.7%) made an 8 month or more gain in grade placement in paragraph meaning skills, and less than a majority (43.3%) made an 8 month or more gain in grade level placement in word study skills. These same percentages of participants would have realized an average of 1 month growth for each month of participation in the centers for each of the skill areas of word meaning, paragraph meaning, and study skills.

A more detailed break-down of students' average monthly gain per month in the project may be found in appendix B.

California Test of Personality (CTP)

The project fell short of reaching objective 3 which was stated:
 objective 3: A majority of the
 selected students will show a gain
 in self reliance and personal worth
 as measured by pre-post test percentile
 scores on the appropriate subtests
 of the CTP.

Less than a majority (47.7%) of the participants increased in their percentile placement between pre and post testing on self reliance. Approximately twenty-five percent remained unchanged (25.4%), and a similar percentage decreased (26.9%) in their percentile placement between pre and post testing on self reliance.

Only 43.9% of the participants increased in their percentile placement between pre and post testing on personal worth. A smaller percentage (36.9%) decreased, and 19.2% remained unchanged in their percentile placement between pre and post testing on personal worth.

Reading Attitude Inventory

A sizeable percentage (77.7%) of the participants realized a gain in attitude toward reading between pre and post testing. Only 16.9% decreased in reading attitude between pre and post testing. These figures indicate that the project was successful in reaching objective 4 which stated:

objective 4: By May 30, 1974, the selected students will show an improvement in their attitude toward reading as measured by pre-post test results of a reading attitude inventory.

In September 1973, the participant's attitude toward reading was found to be positive (2.52). Their attitude at time of post testing (5/74) was also positive (2.73), with a gain realized since the pretest.

A copy of the reading attitude inventory may be found in appendix C.

Attendance Records:

Several of the target schools experienced mild epidemics of measles etc. which may have confounded the true ability of the Title I project to alter the attendance patterns of the participants. Thus, success or failure in reaching objective 5 is somewhat elusive. The objective was stated:

objective 5: Attendance patterns

for the selected children will improve
during the present school year
when compared to the prior school year.

In spite of sicknesses which developed, the average gain in days attended last year (1972-73) and this year (1973-74) was .6 days. This is far below the average gain of 6.83 days realized during the 1972-73 project year.

A majority of the participants (55.1%) showed an increase in the number of days attended between last year and this year. Also, 7.6% remained unchanged and 37.3% showed a decrease in the number of days attended between last year and this year.

In addition to the above objectives data was collected from the Parent Advisory Council (PAC) and the classroom teachers who had students participating in the Reading Resource Centers in an effort to assess their reactions to the Reading Resource Centers.

Parent Advisory Council Evaluation (PAC)

Six members of the PAC committee actually visited the Reading Resource Centers to observe the activities of the centers and to assist in evaluating these centers.

The overall indication of the responses to the Parent Advisory Committee (PAC) evaluation instrument was that these parents were pleased with what they saw happening in the centers. It was also indicated that what they saw happening greatly enhanced the possibility of the project reaching its objectives.

A sizable percentage (67%) of the parents completing the evaluation instrument indicated that they felt the Reading Center program was a beneficial program which is fulfilling basic reading needs of children, and should be used to benefit more children.

Thirty-three percent (33%) felt the program was beneficial, but felt it should be restricted to a limited number of children with severe reading problems.

A more detailed analysis of the PAC evaluation instrument may be found in appendix D. A copy of the evaluation instrument and cover letter may also be found in appendix D.

Classroom Teacher Survey

An instrument was developed to determine the reactions of the teachers to the Reading Resource Centers and classroom-aide components of the Title I project. Only classroom teachers with students participating in the centers were surveyed.

A total of twenty-eight (28) classroom teachers had students participating in the centers. Each of them received a copy of the instrument for their responses. Twenty-four (24) of these teachers returned the survey instrument to the evaluator. This represents an 85.7% rate of return.

An analysis of the data which appears in the tables on the following pages reveals that a sizable percentage of the classroom teachers feel these children:

(Section 1)

1. Appear to be educationally disadvantaged.
2. Profitted from the reading centers.
3. Improved their reading skills.
4. Have a more positive attitude towards reading and school.
5. Have had their interest in reading change in a positive direction.
6. Take pride in their work and accomplishments.
7. Were anxious to attend the reading centers.

8. Have improved in self-image.
9. Have improved in their reading skills as a result of their reading center experiences.
10. Had excellent or good attendance during this school year.

Less than a majority (50.0%) felt these children had a more positive attitude toward their classmates, and 43.8% felt these children had a more positive attitude towards other subjects.

Less than a majority (45.8%) felt these children gained more desirable work study habits as a result of their reading center experiences. However, 37.5% were uncertain if these children had gained more desirable work study habits as a result of their reading center experiences.

Only a small percentage of classroom teachers (25.0%) felt these children were more inclined to become engaged in independent reading. A greater percentage (33.3%)* felt they were not so inclined. Also, 41.7% were uncertain relative to this question.

A similar picture prevailed relative to these children's inclination to become engaged in leisure or free reading. A small percentage (37.5%) felt they were more inclined and 37.5% were uncertain if they were more inclined to become engaged in leisure or free reading. Also, 25.0% felt these students were not more inclined.

A sizable percentage (79.2%) of the classroom teachers responding felt the reading resource centers program was a beneficial program which fulfilled basic reading needs of children, and should be used to benefit more children. Only two (2) teachers or 8.3% felt the program is in need of revision and none felt it should be abandoned.

A more detailed analysis of the classroom teacher survey may be found in appendix E along with the cover letter.

Generally, these classroom teachers are supportive of the (5) reading centers and recognize their contributions to the improvement of the reading skills of disadvantaged children.

An analysis of the data relative to the classroom teacher's feelings regarding the classroom aides involved in the Title I program was also revealing. (Section 2). It is indicated that a sizable percentage of the classroom teachers feel these classroom aides:

1. Were effective in dealing with children in an instructional setting.
2. Were effective in dealing with classroom teachers.
3. Were able to follow directions or plans.
4. Were willing to ask questions when something was not understood.
5. Were effective in controlling children.
6. Benefitted from their training program, and it assisted them in being more useful and capable within the classroom.
7. Were excellent in appearance, enthusiasm, personality, patience, dependability, cooperation, and willingness to assume responsibility.

Less than a majority (50%) felt the aides were excellent in promptness. Only 33.3% felt they were good in this category, and 12.5% and 4.2% felt they were fair and poor respectively.

Less than half (45.8%) of these teachers felt the aides were excellent in innovativeness, and 25% felt they were good in this characteristic. However, 12.5% felt the aides were only fair and 16.7% felt they were poor in this category.

Attendance of the aides was rated as excellent by 34.8% of these

teachers, and good by 39.1% of the classroom teachers. Thirteen (13.0%) percent of the teachers rated attendance fair and the same percentage rated it poor.

The classroom teacher's overall reaction to the classroom aide component of this Title I project seems somewhat incongruous. While a sizable percentage of these teachers appear to feel the classroom aides were effective and conducted themselves in a desirable manner; only 41.7 % of them felt that the classroom aides were an important part of the program, and its loss would greatly endanger the effectiveness of the program. Nine teachers or 37.5% felt the loss of the classroom aides would not seriously endanger the effectiveness of the program, and 3 or 12.5% felt they could do without classroom aides. Two or 8.3% indicated the classroom aide component did not function long enough to really assess its benefit.

It would appear that although the classroom aides are felt to be effective the teachers feel they are not really contributing significantly to the Title I program. (See appendix E).

Section IV

Conclusions and Recommendations

Conclusions

In view of the results, the following conclusions are advanced:

1. The Reading Resource Centers have been successful in improving the reading grade level achievement for the target students as measured by the Slosson Oral Reading Test.
2. Stanford Achievement Test analysis suggests that although seventy percent of the fourth grade students did not show an eight month or more gain in word meaning, paragraph meaning, and word study skills, a majority of them showed an 8 month improvement in word meaning skills, and a sizable percentage showed an 8 month gain in paragraph meaning. Less than a majority showed an 8 month gain in word study skills.

The Reading Resource Centers need to place more emphasis on these skills.

3. The centers have not contributed to an increase in feelings of personal worth and self reliance for a majority of the participants.
4. The Reading Resource Centers have contributed toward the improvement of participants' attitudes toward reading.
5. The centers contribution to improved attendance patterns for participants is very slight and difficult to determine.
6. The parents visiting the centers and assisting in the evaluation were pleased with the activities of the Reading Centers.

7. Classroom teachers with children participating in the centers are supportive of the centers and recognize that they contribute to the improvement of the reading skills of disadvantaged children.

These same classroom teachers felt the classroom instructional aides were effective and conducted themselves in a desirable manner. However, they feel the loss of these classroom aides would not seriously endanger the effectiveness of the Reading Resource Center program as it presently functions.

This component may be given top consideration when and if budget limitations are imposed.

Recommendations

In view of the findings of this report, the following recommendations are offered:

1. It is recommended that more sensitive instruments be investigated, sought, and utilized in the measurement of various reading subskills. These instruments should be individually administered.
2. It is recommended that a new, more sensitive, instrument be investigated, sought, and utilized in the measurement of self concept and reading attitudes.
3. It is recommended that evaluation of target student benefits received from a program such as these Reading Resource Centers be conducted utilizing an anticipated growth or gain based upon an average gain or growth established over prior years and indicated by a pre test achievement score.

Appendix A
Slosson Oral Reading Test Results

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Appendix A

Students' Average Monthly Gain Per Month In The Project														
Slosson Oral Reading Test														
(Reported in Grade Equivalent Months or Fractions of Months)														
G R A D E L E V E L S	-.5 or more to -1 month		.0 to .4 month		.5 to .9 month		1.0 to 1.4 month		1.5 to 1.9 month		2.0 or more months		total # students with pre and post test score	
	N	%	N	%	N	%	N	%	N	%	N	%		
2	0	0.0	0	0.0	1	1.9	5	9.6	5	9.6	41	78.8	52	
3	0	0.0	0	0.0	1	2.4	7	17.1	15	36.6	18	43.9	41	
4	0	0.0	0	0.0	3	8.1	8	21.6	9	24.3	17	45.9	37	
Total	0	0.0	0	0.0	5	3.8	20	15.4	29	22.3	76	58.5	Grand Total 130	

Appendix B
Stanford Achievement Test Results

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Appendix B

Fourth Grade Students' Average Monthly Gain Per Month
in the ProjectStanford Achievement Test (SAT)

Word Meaning Subtest

Grade level	-.5 or more to -1 month		.0 to .4 month		.5 to .9 month		1.0 to 1.4 month		1.5 to 1.9 month		2.0 or more months		totals
	N	%	N	%	N	%	N	%	N	%	N	%	
4	1	2.9	8	23.5	7	20.0	7	20.6	5	14.7	6	17.6	34

Paragraph Meaning Subtest

4	2	.7	3	8.3	7	19.4	11	30.6	5	13.9	8	22.2	36
---	---	----	---	-----	---	------	----	------	---	------	---	------	----

Word Study Skills Subtest

4	7	23.3	4	13.3	8	26.7	5	16.7	4	13.3	2	6.7	30
---	---	------	---	------	---	------	---	------	---	------	---	-----	----

Appendix C
Reading Attitude Inventory

GLENDALE ELEMENTARY SCHOOLS
 READING RESOURCE CENTERS
READING ATTITUDE SCALE

 NAME

 SCHOOL

Please check one: Pretest ; Posttest

PLEASE CIRCLE "YES", "UNSURE", OR "NO".

- | | | | |
|--|-----|--------|----|
| 1. READING IS FOR LEARNING? | YES | UNSURE | NO |
| 2. READING IS FUN? | YES | UNSURE | NO |
| 3. BOOKS ARE BORING? | YES | UNSURE | NO |
| 4. SHARING BOOKS IN CLASS IS A WASTE OF TIME? | YES | UNSURE | NO |
| 5. READING IS ONLY FOR PEOPLE WHO WANT TO GET
GOOD GRADES? | YES | UNSURE | NO |
| 6. BOOKS ARE USUALLY GOOD ENOUGH TO FINISH? | YES | UNSURE | NO |
| 7. MOST BOOKS ARE TOO LONG AND NOT INTERESTING? | YES | UNSURE | NO |
| 8. READING IN YOUR SPARE TIME DOESN'T TEACH
ANYTHING? | YES | UNSURE | NO |
| 9. YOU SHOULD ONLY READ BOOKS IN SCHOOL? | YES | UNSURE | NO |
| 10. READING IS SOMETHING I DON'T NEED? | YES | UNSURE | NO |
| 11. MONEY SPENT ON BOOKS IS NOT WASTED? | YES | UNSURE | NO |
| 12. READING IS A GOOD WAY TO SPEND SPARE TIME? | YES | UNSURE | NO |
| 13. READING IS IMPORTANT TO ME? | YES | UNSURE | NO |
| 14. THERE SHOULD BE MORE TIME FOR SPARE TIME
READING DURING THE SCHOOL DAY? | YES | UNSURE | NO |
| 15. THERE ARE MANY BOOKS WHICH I WOULD LIKE TO
READ? | YES | UNSURE | NO |
| 16. READING SHOULD BE A PART OF YOUR SUMMER
VACATION? | YES | UNSURE | NO |
| 17. BOOKS MAKE GOOD PRESENTS? | YES | UNSURE | NO |
| 18. BOOKS CAN BECOME SPECIAL FRIENDS? | YES | UNSURE | NO |

Appendix D

PAC Cover Letter and Evaluation Instrument

PAC Evaluation Instrument Analysis

GLENDALE ELEMENTARY SCHOOLS

25.

District No. 40

GLENN F. BURTON, Superintendent

5730 West Myrtle Avenue ✕ Post Office Box 247

Glendale, Arizona 85301

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Appendix D

Dear PAC Member:

We sincerely welcome your participation in the Glendale Elementary School District Title I Project, and thank you for taking time to aid us in evaluating our program and Reading Centers.

When you enter the Reading Centers we ask that you observe carefully such things as: Number of adults working with the children, number of children in the center, equipment available and used in the center, activities children are engaged in and materials they use in the center, children's general atmosphere of the center.

At the conclusion of your visit to the center you will receive a form to complete. The form is designed for you to record your observations and any comments you may wish to make.

We have tried to develop the form you will receive with our objectives in mind. You will observe situations which are not covered on the form. Please feel free to ask questions of the adults you find working in the centers as you are completing the form and to add your comments to the form.

Please return the form in the envelope provided or leave the sealed envelope with the Reading Specialist in the center who will mail it directly to the evaluator.

Again, thank you for your assistance.

Dr. Stanley R. Wurster
External Evaluator
Arizona State University

Reading Resource Center

Title I Project

PAC Evaluation

Does your child attend this center? Yes _____ No _____

The goal of our Reading Centers and Title I project is to improve the reading performance for educationally disadvantaged children in grades two, three, and four. Our objectives are designed to attain this goal. Please record your observations and reactions the best you can, and when necessary ask questions of the adults working in the centers.

1. How many adults did you find in the center working with the children? 0 _____ 1 _____ 2 _____ 3 _____ more than 3 _____

Comments:

2. Did you find the children working in small groups on different reading skills? Yes _____ No _____ Uncertain _____

Comments:

3. Children in the Centers advance in their reading lessons at their own speed. Do you feel that this is motivation and beneficial to the children? Yes _____ No _____ Uncertain _____

Comments:

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4. Did you find that as the children worked on their different reading skills, that the equipment they were using played an important part in their learning progress? Yes _____
No _____ Uncertain _____

Comments:

5. Do you feel the children were motivated to work on their reading skills by using the equipment found in the Reading Center? Yes _____ No _____ Uncertain _____

Comments:

6. Did you find the children in the center receiving individual attention from the adults in the center? Yes _____ No _____
Uncertain _____

Comments:

7. Did you find that the children were busy during the period while they were in the center. Yes _____ NO _____
Uncertain _____

Comments:

8. Did you find the children using materials which appeared to be aiding the children in their reading skills? Yes _____
No _____ Uncertain _____

Comments:

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9. Did you find that the children enjoyed the various activities in which they were involved? Yes _____ No _____ Uncertain _____

Comments:

10. Did you find the atmosphere of the reading centers friendly, warm, and generally pleasant for the children? Yes _____
No _____ Uncertain _____

Comments:

11. Did you find that the children appear to take pride in their work and accomplishments in the Reading Center? Yes _____
No _____ Uncertain _____

Comments:

12. Did you find that the child's success was constantly encouraged by the adults in the Reading Center? Yes _____ No _____
Uncertain _____

Comments:

13. Did you find that the children were eager to ask for help when they needed it? Yes _____ No _____ Uncertain _____

Comments:

14. Did you find that the adults in the center worked well with the children? Yes _____ No _____ Uncertain _____

Comments:

15. Did you find that the children knew what their tasks were and when necessary worked at these tasks independently or without being assisted by the adults in the center? Yes _____
No _____ Uncertain _____

Comments:

16. Did the children appear to be anxious to come to the center and somewhat reluctant to leave? Yes _____ No _____ Uncertain _____

Comments:

17. In general, do you feel that the procedures and type of student participation found in the Reading Center increases and strengthens student-teacher relationships? Yes _____
No _____ Uncertain _____

Comments:

18. Would you give your overall reaction to the Reading Center by choosing one of the following:

- _____ (a) A beneficial program which is fulfilling basic reading needs of children, and should be used to benefit more children.
_____ (b) A beneficial program which is fulfilling basic reading needs of children, but which should be restricted to a limited number of children with severe reading problems.
_____ (c) A program with limited benefits to children in our district, and in need of major revision.
_____ (d) A program which offers little or no opportunity for children to improve their basic reading skills, and should be abandoned.
_____ (e) Other (Please comment) _____

PAC Evaluation Instrument Analysis

An analysis of the six (6) PAC evaluation instruments returned revealed the following:

All respondents (100%) reported that:

- (4) As the children worked on their different reading skills, that the equipment they were using played an important part in their learning progress.
- (5) The children were motivated to work on their reading skills by using the equipment found in the Reading Center.
- (7) The children were busy during the period while they were in the center.
- (8) They found children using materials which appeared to be aiding the children in their reading skills.
- (9) Children enjoyed the various activities in which they were involved.
- (10) The atmosphere of the reading centers was friendly, warm, and generally pleasant for the children.
- (11) Children appeared to take pride in their work and accomplishments in the Reading Center.
- (12) The child's success was constantly encouraged by the adults in the Reading Center.
- (14) Adults in the center worked well with the children.
- (16) Children appeared to be anxious to come to the center and somewhat reluctant to leave.
- (17) The procedures and type of student participation found in the Reading Center increases and strengthens student-teacher relationships.

Appendix D

To the following items, 5 of the respondents (83%) responded favorably. Thus, a sizable majority indicated:

- (2) Children were working in small groups on different reading skills. (1 (17%) did not respond to this item).
- (3) Children advancing at their own speed in the centers served as motivation and was beneficial to the children. (1 (17%) was uncertain).
- (6) They found children in the center receiving individual attention from the adults in the center. (1 (17%) responded no to this item).
- (13) Children were eager to ask for help when they needed it. (1 (17%) was uncertain in his response).
- (1) Four or 67% of the PAC members found two (2) and two or 33% found three adults in the center working with the children.
- (15) Four or 67% indicated that the children knew what their tasks were and when necessary worked at these tasks independently or without being assisted by the adults in the center. Two or 33% did not find this to be true.
- (18) Four or 67% of the PAC members felt the Reading Center was a beneficial program which is fulfilling basic reading needs of children, and should be used to benefit more children. Two or 33% felt it is a beneficial program, but felt it should be restricted to a limited number of children with severe reading problems.

The overall indication of the responses to the PAC evaluation instrument was that these parents were pleased and encouraged with what they saw happening in the centers. It is also indicated that what they saw happening greatly enhanced the possibility of the project reaching its objectives.

Appendix E

Classroom Teacher Survey Cover Letter

Classroom Teacher Survey Analysis

Appendix E

Dear Fellow Teachers:

As you realize we have been involved in a Title I project under which our Reading Resource Centers and Classroom-Aides were funded for the year. We would like for you to aid us in evaluating our Title I program.

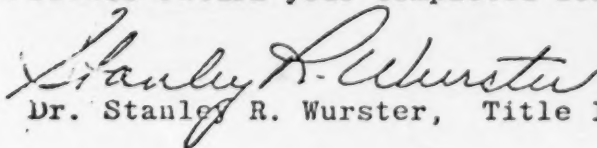
First, would you please take a few minutes to reflect upon your students who have participated in the Title I program. The first section of the attached form is designed for you to record your observations and assessments of these students and to make comments when necessary.

Secondly, would you reflect upon the Title I Classroom-Aides with whom you have worked this school year. The second section of the attached form is designed for you to record your estimation of the effectiveness of these aides and their training program. Also, you will be asked to assess various characteristics of these aides.

We have tried to develop this instrument with our objectives in view. You will have had opportunities to observe situations, achievements, and characteristics which are not covered in the instrument.

I realize this is a very busy time of year for you, and I do appreciate your assistance.

• Please return your completed form directly to me in the enclosed envelope.



Dr. Stanley R. Wurster, Title I Evaluator

CLASSROOM TEACHER RESPONSES TO
SURVEY ITEMS RELATED TO READING
RESOURCE CENTERS-SECTION 1

NO.	ITEM	RESPONSE					
		YES		NO		UNCERTAIN	
		NO	%	NO	%	NO	%
1.	In your best estimation, do these children appear to be educationally disadvantaged?	16	66.7	5	20.8	3	12.5
2.	Do you feel these children have generally profitted from the Reading Centers?	22	91.7	2	8.3	0	0.0
3.	Do you feel these children have improved their reading skills?	22	91.7	1	4.2	1	4.2
4.	Do you feel these children have a more positive attitude towards the following as a result of their experience?						
	(a) Reading	21	87.5	1	4.2	2	8.3
	(b) School	18	75.0	0	0.0	6	25.0
	(c) Classmates	12	50.0	4	16.7	8	33.3
	(d) Other Subjects	11	45.8	7	29.2	6	25.0
5.	Do you feel these children's interest in Reading has changed in a positive direction during this school year?	19	79.2	1	4.2	4	16.7
6.	Do you feel these children have more desirable work study habits as a result of their experience?	11	45.8	4	16.7	9	37.5
7.	Do you find these children more inclined to become engaged in independent reading as a result of their experience?	6	25.0	8	33.3	10	41.7
8.	Do you find these children more inclined to pick up a book, pamphlet, etc. for purposes of leisure or free reading than they were before?	9	37.5	6	25.0	9	37.5
9.	Do you find these children take pride in their work and accomplishments?	19	79.2	3	12.5	2	8.3
10.	Do you feel that these children's self-image has improved during this school year?	18	75.0	1	4.2	5	20.8
12.	Do you feel these children were anxious to come to the Reading Centers?	21	87.5	1	4.2	3	12.5
13.	In general, do you feel that the Reading Centers are contributing to the improvement of these children's reading skills?	21	87.5	2	8.3	1	4.2

SECTION 1 (Continued)

11. How would you describe these children's attendance during this school year?

RESPONSE	NO	%
EXCELLENT	10	41.7
GOOD	10	41.7
AVERAGE	2	8.3
FAIR	1	4.2
POOR	1	4.2
TOTAL	24	100.1

14. Would you give your overall reaction to the Reading Center by choosing one of the following:

(a) A beneficial program which is fulfilling basic reading needs of children, and should be used to benefit more children.	19	79.2
(b) A beneficial program which is fulfilling basic reading needs of children, but which should be restricted to a limited no. of children with severe reading problems.	3	12.5
(c) A program with limited benefits to children in one district, and in need of major revision.	2	8.3
(d) A program which offers little or no opportunity for children to improve their basic reading skills, and should be abandoned.	0	0.0

CLASSROOM TEACHER RESPONSES TO
SURVEY ITEMS RELATED TO CLASSROOM
AIDES - SECTION 2

NO.	ITEM	RESPONSE					
		YES		NO		UNCERTAIN	
		NO	%	NO	%	NO	%
1.	Do you feel the classroom aide was effective in dealing with children in instructional settings?	20	83.3	2	8.3	2	8.3
2.	Do you feel the classroom aide was effective in dealing with you, the classroom teacher, and other teachers?	20	83.3	4	16.7	0	0.0
3.	Was the aide able to follow directions or plans?	20	83.3	1	4.2	3	12.5
4.	Did you find the aide willing to ask questions when she didn't understand something?	20	83.3	3	12.5	1	4.2
5.	Did you find the aide effective in controlling children?	15	62.5	6	25.0	3	12.5
6.	Do you feel that the training program for the aides assisted them in being more useful and capable within the classroom?	17	70.8	2	8.3	5	20.8
8.	Would you give your overall reaction to the classroom aide component of the Title I project by choosing one of the following:	NO. RESPONDING %					
	(a) A beneficial and important part of the program, and its loss would greatly endanger the effectiveness of the Title I program.			10	41.7		
	(b) A beneficial and important part of the program, but its loss would not seriously endanger the effectiveness of the program.			9	37.5		
	(c) A part of the program that we could have done without.			3	12.5		
	(d) A part of the program that didn't function long enough to really assess its benefits.			2	8.3		

SECTION 2 (Continued)

7. Please rate the classroom-aide on the following:

CHARACTERISTIC	EXCELLENT		RATING GOOD		FAIR		POOR	
	NO	%	NO	%	NO	%	NO	%
(a) Appearance	16	66.7	7	29.2	1	4.2	0	0.0
(b) Promptness	12	50.0	8	33.3	3	12.5	1	4.2
(c) Enthusiasm	16	66.7	5	20.8	2	8.3	1	4.2
(d) Personality	14	58.3	8	33.3	2	8.3	0	0.0
(e) Patience	14	58.3	7	29.2	3	12.5	0	0.0
(f) Dependability	16	66.7	4	16.7	3	12.5	1	4.2
(g) Cooperative	18	75.0	3	12.5	2	8.3	1	4.2
(h) Innovativeness	11	45.8	6	25.0	3	12.5	4	16.7
(i) Attendance (Absenteeism)	8	34.8	9	39.1	3	13.0	3	13.0
(j) Willingness to assume re- sponsibility	13	54.2	7	29.2	2	8.3	2	8.3